Zentrale Prüfungen 2018 – Englisch, Mittlerer Schulabschluss

INFO

Die Bearbeitungszeit beträgt **20 Minuten** für den ersten Prüfungsteil und **100 Minuten** für den zweiten Prüfungsteil.
10 Minuten Bonuszeit können im zweiten Prüfungsteil in Anspruch genommen werden.

Quelle der Aufgabenstellung: Qualitäts- und UnterstützungsAgentur – Landesinstitut für Schule
Die Abbildungen weichen aus lizenzrechtlichen Gründen von der Darstellung in der Originalprüfung ab.

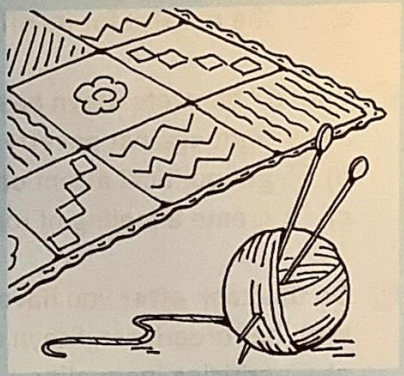
Erster Prüfungsteil: Hörverstehen

Hörverstehen Teil 1

67 blankets for Mandela Day

CD: Track 12

Carolyn Steyn is the founder of the charity project "67 blankets for Mandela Day". Each year, Steyn and her followers produce handmade woollen quilts which they give to people in need on Mandela Day on July 18th. Find out how it all began.



- First read the tasks.
- Then listen to the broadcast.
- While you are listening, tick the correct box.
- At the end you will hear the broadcast again.
- Now read the tasks. You have **90 seconds** to do this.

- Now listen to the broadcast and do the tasks.

1. Steyn started *67 blankets* because of ...
   a) ○ a new hobby.
   b) ○ a tricky challenge.
   c) ○ a funny birthday present.

2. Steyn soon understood that she needed ...
   a) ○ help.
   b) ○ the tools.
   c) ○ the know-how.

3. Support for *67 blankets* comes from ...
   a) ○ around the world.
   b) ○ 55 different countries.
   c) ○ 600,000 South Africans.

4 *67 blankets* is so successful thanks to ...
a) ○ celebrity support.
b) ○ political attention.
c) ○ modern communication.

5 Compared to last year's result, *67 blankets* wants to ...
a) ○ top the success.
b) ○ repeat the success.
c) ○ get near the success.

6 Steyn found extra support ...
a) ○ in schools.
b) ○ in prisons.
c) ○ in old people's homes.

7 The success of *67 blankets* also shows in ...
a) ○ the winning of important awards.
b) ○ the support of famous companies.
c) ○ the respect for its efforts through the years.

8 With *67 blankets* Steyn has already managed to ...
a) ○ fight against poverty.
b) ○ get political attention.
c) ○ create a feeling of togetherness.

9 Do this task **after** you have listened to the whole broadcast.
With her broadcast, Steyn wants to ...
a) ○ criticise inequality.
b) ○ win more supporters.
c) ○ remind us of Mandela.

In 30 seconds you will hear the text again so you can check your answers.

Hörverstehen Teil 2

Teen Fiction

CD: Track 13

BBC 4 radio journalist Lynne Jassem takes her audience on a literary journey talking to famous South African author Beverley Naidoo. Find out about Naidoo's interest in teen fiction and her new book "No turning back".

- First read the tasks.
- Then listen to the interview.
- While you are listening, tick the correct box.
- At the end you will hear the interview again.
- Now read the tasks. You have **90 seconds** to do this.
- Now listen to the interview and do the tasks.

1 For Naidoo, Apartheid meant ...
a) ○ limitations of freedom.
b) ○ violation against rights.
c) ○ separation from close relatives.

2 Above all, Naidoo writes her books for ...
a) ○ political reasons.
b) ○ personal reasons.
c) ○ educational reasons.

3 Naidoo's books ...
a) ○ have no thematic limits.
b) ○ focus on Apartheid issues.
c) ○ pick up on teenage problems.

4 The book *No turning back* is about ...
a) ○ the life of a homeless child.
b) ○ the development of Apartheid.
c) ○ Naidoo's childhood experiences.

5 Sipho's story is about ...
a) ○ the reasons for family violence.
b) ○ the injustice of racial segregation.
c) ○ the strength of an unusual friendship.

6 Sipho's story takes place ...
a) ○ after Apartheid.
b) ○ during Apartheid.
c) ○ before Apartheid.

7 As a teenager, Naidoo was fascinated by a girl's ...
a) ○ sense of survival.
b) ○ disrespect for adults.
c) ○ sense of right and wrong.

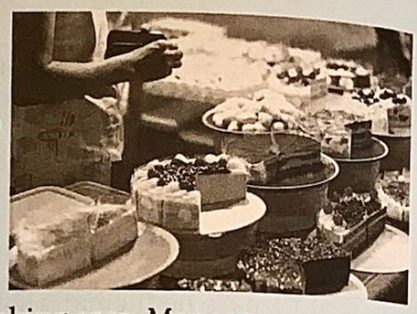
8 Thinking about her childhood, Naidoo admits she ...
a) ○ accepted racist behaviour.
b) ○ was blind to racial injustice.
c) ○ was upset about racial discrimination.

In 30 seconds you will hear the text again so you can check your answers.

Zweiter Prüfungsteil: Leseverstehen – Wortschatz – Schreiben

Leseverstehen

The Great British Bake Off *by Melissa Clark*



In the six years it has been on air, *The Great British Bake Off* has very much changed the way the British see baking, dessert-eating and even their own culture of sweets. *The Bake Off Effect,* as it is known, has made home baking popular again and has led to an increase in the quality of baked goods sold all over the country.

The show, with its multicultural number of contestants[1], has created a modern vision of Britishness. About 8,000 hobby bakers apply for each season. After sorting out the best, the producers then decide on a mix of contestants that stands for British diversity from a range of ages, races and professions from different parts of Britain.

Famous British chef and host of the show Mary Berry said that the main reason for the show's success is that baking has a universal, healthy charm. "You have whole families from all different cultures and across the generations, who can sit down to watch it and know that there will be no swearing, that it's a family show," she said. "The children especially love it because it's full of sweet things. They can't wait to run home after school and have a go at making them themselves."

Before *Bake Off,* it was nearly impossible to find classic British sweets like Victoria sponge sandwiches, Eccles cakes and Bakewell tarts[2] unless you or your granny made them at home.

As the show's audience grew, interest in home baking rose. Masses of people who had never held a whisk[3] were now convinced that making complicated marzipan-covered cakes was the most fulfilling way they could spend their weekend.

Younger people show more and more interest in careers in pastry and are looking for apprenticeships in ever-growing numbers since the show started.

In a way *The Great British Bake Off* makes people rethink everything that British baking can be. Chetna Makan, a semi-finalist in 2014 who moved from Mumbai to Kent in 2004, charmed the audience with her inspired use of typical Indian spices. She called being on the show "the opposite of 'Brexit[4]'". "It's so different from the picture 'Brexit' painted, that the British want their nation back and that they want us out," she said. That's not how it actually feels, Ms. Makan said. "It was the most welcoming, warm place, that showed unity and love among the contestants," she said. "*Bake Off* has had such a positive effect on people's lives, certainly for the people on the show, but also for the people watching."

adapted from: Melissa Clark, "The Show That Changed British Baking", from *The New York Times,* 2016-10-19, page D1 of the New York edition (gekürzt und verändert), © 2016 The New York Times. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this content without express written permission is prohibited.

Annotations

1 contestant – a person who is taking part in a competition

2 sponge sandwich, Eccles cake, Bakewell tart – famous English cakes

3 whisk – kitchen tool

4 Brexit – in June 2016 the UK voted in favour of leaving the EU

Basic baking rules

Finalists of *The Great British Bake Off* share their secrets for the perfect cake.

Tip 1: Be sure you have all the ingredients and that you understand the recipe clearly.

Tip 2: Missing concentration leads to mistakes. If the telephone rings, let it ring!

Tip 3: Before starting, assemble all the bowls, pans and other kitchen things you will need.

Tip 4: Be sure your ingredients are fresh and are of a good standard.

Tip 5: This is a baking must! You can use the best ingredients in the world, but if you do not measure correctly, the recipe will not come out properly.

Tip 6: Never increase a cooking temperature because you are in a hurry. If the recipe needs a preheated oven, preheat it!

Tip 7: Be patient and let your cake cool down completely before you enjoy it!

You are doing some research for a school paper on "British food". You have come across the article "The Great British Bake Off" and want to present the main points.

- Tick the correct box and give **one** piece of evidence from the text.

1 Because of the *Bake Off Effect* ...
a) ○ British bakery products have a bad image.
b) ○ lots of British bakeries had to close down.
c) ○ the British have developed a new interest in sweet food.
One piece of evidence from the text:

_____

2 The participants of the TV show represent ...
a) ○ a range of British society.
b) ○ young members of British society.
c) ○ the best professional bakers in Britain.
One piece of evidence from the text:

_____

3 The TV show is very popular because baking attracts a great number of different viewers.
This statement is ... ○ true ○ false
One piece of evidence from the text:

_____

4 Thanks to the show, a lot of things have developed positively in Britain:

a) ○ traditional cakes have been rediscovered.

b) ○ people spend money on fine bakery products again.

c) ○ grandmothers introduce their grandchildren to baking again.

One piece of evidence from the text:

_____

5 Despite the general positive trend, today's young adults don't want to start a baking career.

This statement is ... ○ true ○ false

One piece of evidence from the text:

_____

6 Thanks to the TV show, people's view on British baking is changing.

This statement is ... ○ true ○ false

One piece of evidence from the text:

_____

7 According to Chetna Makan, the TV show is a good example of ...

a) ○ the present political trend.

b) ○ acceptance and togetherness.

c) ○ popular modern entertainment.

One piece of evidence from the text:

_____

8 You want to impress your friends with the perfect cake? The following rules guarantee a delicious surprise.

• Match the titles (A–G) to the 7 tips. There is one more title than you need.

	Title	Tip
0	**Example:** Use the perfect heat.	6
A	Be exact.	
B	Quality matters.	
C	Prepare your worktable.	
D	Pay attention only to baking.	
E	A good thing is worth waiting for.	
F	Don't get demotivated. Keep on trying.	
G	Read your recipe carefully before starting.	

Wortschatz

The Rights of the Child

All children have the same rights. These rights are listed in the UN "Convention on the Rights of the Child". It is very important that each child knows about his or her rights, so have a look below.

• Fill in suitable words **or** tick the correct box.

1. As you grow up, you have more responsibility to make ...
   a) ○ options b) ○ choices
   c) ○ opportunities d) ○ selections
   and exercise your rights.

Here are some excerpts from the UN Convention:

2. All children under 18 have these rights. No child should be treated _____ ,
   no matter who they are, where they live or whether they are a boy or a girl.

3. All adults should do what is best for you. When adults make decisions, they should think about how their decisions will ...
   a) ○ affect children. b) ○ look after children.
   c) ○ care for children. d) ○ see after children.

4. The government has the _____ to make sure your rights are protected.

5. You have the right to have a name. Your name should be ...
   a) ○ proudly b) ○ sensibly
   c) ○ secretly d) ○ officially
   recognized by the government.

6. You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or _____ other people.

7. You have the right to the best care possible, to drink safe water, to eat ...
   a) ○ fast b) ○ modified
   c) ○ healthy d) ○ low-calorie
   food, a clean and safe environment, and information to help you stay well.

8. You have the right to a good education. You should be _____ to go to a school and learn.

9. Your education should help you discover and develop your talents and ...
   a) ○ certificates. b) ○ abilities.
   c) ○ subjects. d) ○ grades.

⑩ You have the right to express your _____ : say what you think! Adults should listen to you and take you seriously.

⑪ You have the right to protection from any kind of _____ . Nobody has the right to act against your will.

⑫ You have the right to legal ...

a) ○ organisations b) ○ consequences
c) ○ development d) ○ help

and fair treatment in the justice system that respects your rights.

⑬ You have the right to know your rights! Adults should know about these rights and help you to _____ about them too, so that you are well-informed.

First earning *extract from* No turning back *by Beverley Naidoo*

Sipho is a 12-year-old black South African boy who runs away from home and now lives on the streets in Hillbrow, a poor neighbourhood of Johannesburg, South Africa.

A few of his new friends, all homeless like himself, were hanging out near the supermarket. When someone came out of the shop, each boy held out an open hand. Another boy was pushing a trolley and another was loading boxes into a car.

Sipho's new friend Jabu led the way inside the supermarket.

"Sometimes security people chase us like dogs. But other times they let us right in."

He took Sipho towards a till[1]. "Watch me," he whispered.

There were packers helping the customers load their trolleys at the tills. A lady was ready to leave and Jabu moved forward.

"Ma'am?" he offered, putting a hand out towards the trolley.

The lady shook her head with a frown[2], almost hitting him with the trolley. Jabu jumped back. A man was next in the queue. Sipho thought he too would send Jabu away, but instead he let the boy take the trolley from him and push it out. Jabu winked[3] across at Sipho as he left.

Sipho stood back for a minute, looking into the shop. Here were white people, black people, everybody. It was like that outside but suddenly, inside the shop, he noticed it more. In the township there were very few white people.

At one of the tills, a small boy was crying to his mother that he wanted 'sweeties'.

"Still here?" Jabu was back already. "You have to move quickly if you want a job," he said.

Jabu kept his eyes on the tills and soon enough he was again in charge of a trolley. Sipho gave himself a little shake, now ready to follow Jabu's example. The lady with the little boy was paying and about to leave. The child had slipped through the tills and was beginning to run around.

"Robbie! Come back here!" his mother called angrily.

But the little boy took no notice and

as the mother let go of the trolley to get him by the hand, Sipho stepped forward to take hold of the trolley.
"All right! You can take it to the car for me," said the woman.
"I want to push the trolley!" cried the little boy.
Sipho had to smile as the child tried to reach the handlebar. He pushed the trolley slowly so the little boy didn't trip over. When they reached the car Sipho helped unload the shopping, then stood waiting by the trolley as the mother put the child into the car. With her back to Sipho, she looked in her bag before turning around and holding out a twenty-cent coin.
"You were very helpful," she said with a smile.
Sipho shyly murmured his thanks as she dropped the coin into his open hand. It wouldn't buy much but it was the first coin he had earned in Hillbrow. He was learning fast. He didn't wait to see the car drive off, but quickly pushed the trolley back down the hill, ready to find another customer.

Annotations

1 till – a cash desk in a supermarket

2 a frown – a look of dislike

3 to wink at somebody – to quickly close and open one's eye

adapted from: Beverley Naidoo: *No turning back* (extract), London: Viking Books, 1995, p. 14–18

Schreiben

- Read the tasks carefully.
- Make sure to write about **all** the aspects presented in each task.

1. **Describe** the situation Sipho is in and how he deals with it one day. *(8 Punkte)*
2. **Explain** how Sipho's behaviour changes in this situation and what it tells you about him. *(10 Punkte)*
3. You have a choice here. Choose **one** of the following tasks.
   a) The UN Convention on the Rights of the Child says that "all children have the right to care and protection, no matter who they are and where they live".
   Comment on this right.
   Also include your thoughts on ...
   - Sipho's situation as a homeless black child,
   - why support from adults is or is not important for young people. *(12 Punkte)*

   or

   b) At the end of an exciting day, Sipho settles down in the evening and thinks about what he has experienced that day. Imagine you are Sipho.
   Write Sipho's **diary entry.**
   Include ...
   - his feelings and thoughts about living on the street and earning money,
   - his relationship with Jabu,
   - his aims/wishes for the next day. *(12 Punkte)*